

2006-2007 Report Card - Sherwood Middle School

Sherwood Middle School (02710305)

Daniel W Costello, Principal

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Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

Mission Statement:

Our middle school is designed to meet the needs of students who are making the transition from childhood to adolescence. The educational process emphasizes experiences that foster growth toward becoming independent learners, for acquiring self-direction and motivation, and for continuing the development of basic educational skills and applying them to new areas of study.

Enrollment - 2006-07				Educator Data - 2006-07			
	School	District	State		School	District	State
Total Count	950	5,900	968,661	Total Number of Teachers	62	364	73,176
Race/Ethnicity (%)				Percentage of Teachers Licensed in Teaching Assignment	95.1	98.1	95.4
African American or Black	1.9	2.1	8.2	Total Number of Teachers in Core Academic Areas	54	316	60,604
Asian	10.8	12.3	4.8	Percentage of Teachers in Core Academic Subjects Who are Highly Qualified	91.7	97.2	95.1
Hispanic or Latino	3.9	4.7	13.3	Percentage of Teachers in Core Academic Subjects Who are Not Highly Qualified	8.3	2.8	4.9
Multi-race, Non-Hispanic	0.8	1.4	1.7	Student/Teacher Ratio	15.4 to 1	16.2 to 1	13.2 to 1
Native American	0.2	0.1	0.3				
Native Hawaiian or Pacific Islander	0.0	0.1	0.2				
White	82.3	79.4	71.5				
Gender (%)							
Male	52.0	50.6	51.4				
Female	48.0	49.4	48.6				
Selected Populations (%)							
Limited English Proficiency	1.3	2.9	5.6				
Low-Income	10.0	9.1	28.9				
Special Education	17.3	15.7	16.9				
First Language Not English	11.1	12.2	14.9				
Grades Offered: 05, 06							

Sherwood Middle School: 2006 AYP Data

ENGLISH LANGUAGE ARTS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance		Improvement			Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	955	-	-	-	-	-	-	-	-	-	-	-	-

Lim. English Prof.	24	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	149	-	-	-	-	-	-	-	-	-	-	-	-
Low Income	82	-	-	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	16	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	112	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	21	-	-	-	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	803	-	-	-	-	-	-	-	-	-	-	-	-

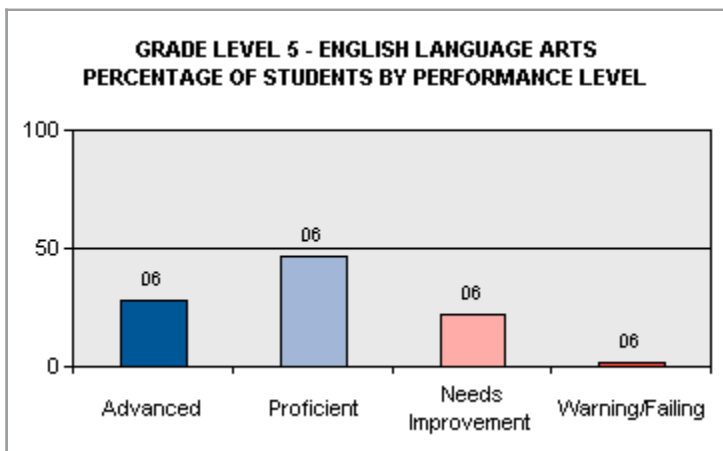
MATHEMATICS													
Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	953	952	100	Yes	928	84.8	Yes	1.6	Yes	96.6	-0.1	Yes	Yes
Lim. English Prof.	24	24	-	-	17	-	-	-	-	-	-	-	-
Spec. Ed.	149	148	99	Yes	151	54.3	No	-2.0	No	95.9	-0.3	Yes	No
Low Income	82	81	-	-	77	67.9	-	-	-	94.5	-0.7	-	-
Afr. Amer./Black	16	16	-	-	16	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	112	112	100	Yes	103	94.7	Yes	1.8	Yes	97.1	-0.6	Yes	Yes
Hispanic	21	21	-	-	28	79.5	-	-	-	94.2	-0.8	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-
White	801	800	100	Yes	780	84.0	Yes	0.6	No	96.6	0.0	Yes	Yes

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	-	-	No Status
	All Subgroups	-	-	-	-	Yes	Yes	-	-	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Identified for Improvement - Subgroups
	All Subgroups	-	-	-	-	Yes	No	No	No	

Sherwood Middle School: 2006 MCAS Data - By Grade, Subject and Subgroup

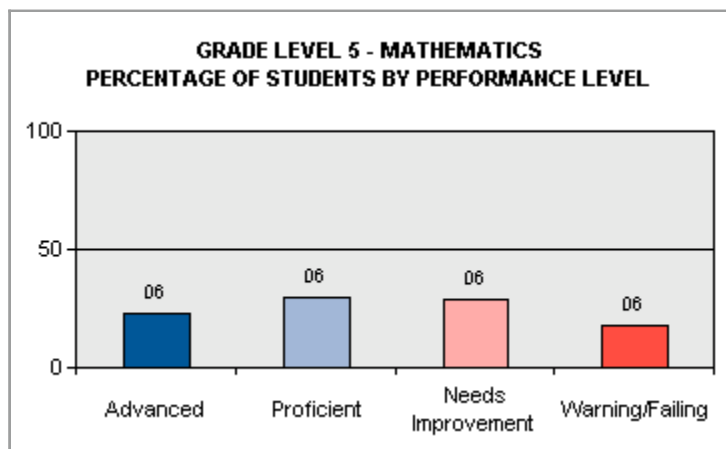
GRADE LEVEL 5 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	82	100	4	28	55	13	73.8	84	100	4	27	54	15	73.5	13499	100	2	22	47	28	65.6
LEP/FLEP	14	100	14	50	36	-	89.3	16	100	13	56	31	-	90.6	5666	100	3	22	46	29	62.0
Low Income	37	100	5	51	38	5	83.8	41	100	5	49	39	7	81.7	22215	100	4	30	47	18	70.4
African American/Black	10	100	10	30	50	10	87.5	10	100	10	30	50	10	87.5	6595	100	5	30	47	18	71.0
Asian or Pacific Islander	54	100	33	56	11	-	96.8	56	100	32	57	11	-	96.9	3605	100	22	43	27	8	85.6
Hispanic	13	100	-	62	38	-	84.6	13	100	-	62	38	-	84.6	8659	100	3	25	48	24	65.6
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	248	99	10	42	40	9	80.5
White	415	100	29	46	22	3	91.4	423	100	29	46	22	3	91.0	53473	100	18	50	27	5	88.1

Other Subgroups																					
Male	259	100	26	51	20	2	92.8	264	100	26	51	20	3	92.1	37428	100	11	44	34	10	81.8
Female	236	100	31	43	23	3	90.7	241	100	31	43	24	3	90.7	35195	100	20	45	28	7	85.8
Title I	33	100	-	15	73	12	64.4	36	100	-	17	72	11	65.3	22319	100	5	32	46	17	71.6
Non-Title I	462	100	31	50	18	2	93.7	469	100	30	49	18	2	93.4	50304	100	20	50	25	5	89.1
Non-Low Income	458	100	30	47	21	2	92.4	464	100	30	47	20	3	92.3	50408	100	20	51	24	4	89.6
LEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	2966	100	1	12	44	43	51.3
FLEP	10	100	20	60	20	-	92.5	11	100	18	64	18	-	93.2	2700	100	6	33	47	14	73.8
1st Yr LEP*	2	-	-	-	-	-	-	2	-	-	-	-	-	-	569	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	77	100	4	29	45	22	67.5
All Students																					
2006	495	100	28	47	22	2	91.8	505	100	28	47	22	3	91.4	72714	100	15	44	31	9	83.7
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



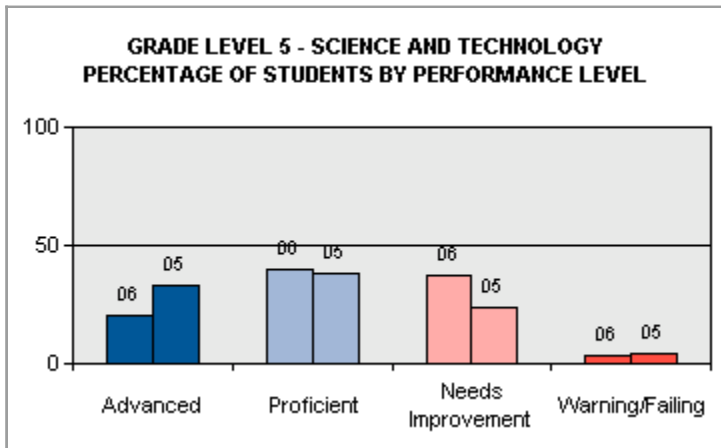
GRADE LEVEL 5 - MATHEMATICS																					
Student Group	School						District							State							
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	82	100	7	9	27	57	47.9	84	100	7	8	26	58	48.2	13530	100	3	11	31	55	49.5
LEP/FLEP	14	100	14	14	43	29	60.7	16	100	13	19	44	25	62.5	5669	100	7	15	32	46	52.4
Low Income	37	100	5	24	30	41	54.7	41	100	5	27	27	41	54.9	22245	100	6	16	37	42	54.3
African American/Black	10	100	10	-	40	50	55.0	10	100	10	-	40	50	55.0	6617	100	4	14	37	44	52.4
Asian or Pacific Islander	54	100	44	30	20	6	88.0	56	100	43	30	21	5	87.5	3608	100	32	28	27	13	80.8
Hispanic	13	100	-	23	54	23	57.7	13	100	-	23	54	23	57.7	8672	100	4	14	34	48	50.4
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	247	99	9	28	37	27	66.0
White	413	100	21	31	29	18	75.5	422	100	21	31	29	19	75.2	53548	100	19	29	34	17	75.0
Other Subgroups																					
Male	258	100	29	29	26	16	79.4	264	100	28	29	26	17	78.9	37473	100	17	26	34	23	70.7
Female	235	100	17	31	32	20	72.4	240	100	17	31	32	20	72.3	35265	100	16	26	35	23	69.7
Title I	33	100	-	3	36	61	38.6	37	100	3	5	35	57	41.2	22358	100	7	18	37	39	56.3
Non-Title I	460	100	25	32	28	15	78.8	467	100	24	32	28	15	78.5	50380	100	21	30	33	16	76.4
Non-Low Income	456	100	25	31	29	16	77.8	463	100	24	30	29	16	77.6	50493	100	22	31	33	15	77.2

LEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	2969	100	3	10	28	59	43.5
FLEP	10	100	20	10	40	30	62.5	11	100	18	18	36	27	65.9	2700	100	10	21	36	32	62.2
1st Yr LEP*	2	-	-	-	-	-	-	2	-	-	-	-	-	-	593	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	74	100	3	19	30	49	51.7
All Students																					
2006	493	100	23	30	29	18	76.1	504	100	23	30	29	18	75.7	72798	100	17	26	34	23	70.2
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-

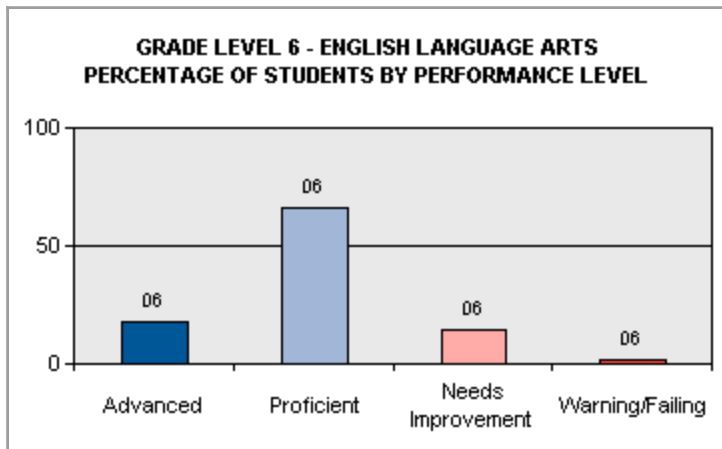


GRADE LEVEL 5 - SCIENCE AND TECHNOLOGY																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	82	100	5	18	63	13	67.1	84	100	5	18	63	14	67.3	13526	100	5	18	48	30	63.6
LEP/FLEP	14	100	14	14	71	-	75.0	16	100	13	19	69	-	76.6	5669	100	3	15	46	36	55.3
Low Income	37	100	11	16	59	14	68.9	41	100	10	17	56	17	67.7	22236	100	5	20	51	24	62.9
African American/Black	10	100	-	20	40	40	55.0	10	100	-	20	40	40	55.0	6615	100	4	18	52	27	60.2
Asian or Pacific Islander	54	100	31	37	30	2	88.9	56	100	30	38	30	2	88.8	3607	100	23	33	36	9	80.5
Hispanic	13	100	-	31	62	8	69.2	13	100	-	31	62	8	69.2	8668	100	3	16	50	31	57.8
Native American	3	-	-	-	-	-	-	3	-	-	-	-	-	-	247	99	9	33	47	11	74.8
White	414	100	19	41	37	2	86.5	423	100	19	41	37	3	86.1	53526	100	20	38	36	6	83.3
Other Subgroups																					
Male	259	100	23	40	34	2	87.5	265	100	23	39	34	3	86.9	37459	100	17	33	38	11	78.7
Female	235	100	16	40	40	4	83.7	240	100	16	40	40	4	83.8	35250	100	16	32	41	11	77.2
Title I	33	100	-	12	70	18	57.6	37	100	3	16	62	19	60.1	22347	100	5	21	51	23	64.0
Non-Title I	461	100	21	42	34	2	87.7	468	100	21	42	35	3	87.4	50362	100	22	38	34	6	84.2
Non-Low Income	457	100	21	42	35	2	87.0	464	100	20	42	35	3	87.0	50473	100	22	39	34	5	84.7
LEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	2969	100	1	9	43	47	47.9
FLEP	10	100	20	20	60	-	77.5	11	100	18	18	64	-	77.3	2700	100	5	21	51	23	63.5
1st Yr LEP*	2	-	-	-	-	-	-	2	-	-	-	-	-	-	591	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	74	100	4	26	43	27	62.8
All Students																					

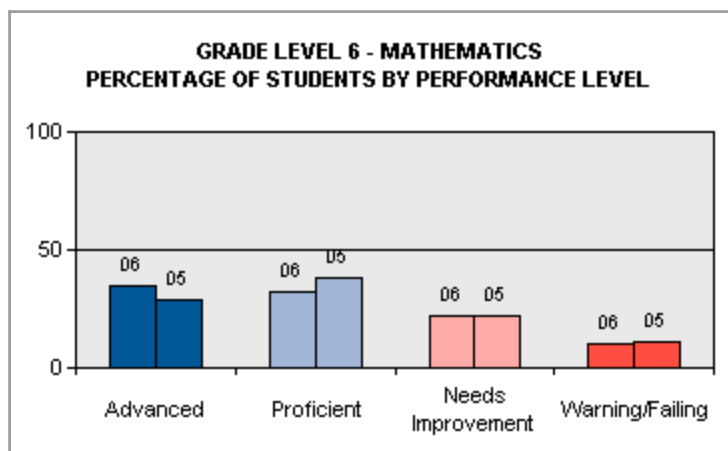
2006	494	100	20	40	37	3	85.7	505	100	20	40	37	4	85.4	72769	100	17	33	39	11	78.0
2005	451	-	33	38	24	4	89.6	469	-	33	38	25	4	89.4	73206	-	16	35	38	12	78.1



GRADE LEVEL 6 - ENGLISH LANGUAGE ARTS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	67	100	1	43	42	13	78.7	71	100	1	41	41	17	77.5	13122	99	1	25	46	28	65.7
LEP/FLEP	6	-	-	-	-	-	-	7	-	-	-	-	-	-	4626	100	1	23	44	31	59.7
Low Income	39	98	-	64	31	5	86.5	40	100	-	65	30	5	86.9	22442	100	2	36	45	17	71.5
African American/Black	6	-	-	-	-	-	-	6	-	-	-	-	-	-	6582	100	3	37	44	16	72.3
Asian or Pacific Islander	55	100	29	58	9	4	95.9	57	100	30	56	9	5	94.7	3468	100	18	52	24	6	87.3
Hispanic	7	-	-	-	-	-	-	7	-	-	-	-	-	-	8789	100	2	31	45	22	67.0
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	227	100	5	45	40	9	79.8
White	377	100	17	67	14	2	94.8	384	100	17	67	14	2	94.7	54159	100	12	60	23	5	89.2
Other Subgroups																					
Male	242	100	13	68	17	2	94.0	247	100	13	67	17	3	93.7	37910	100	7	53	30	10	82.8
Female	203	100	25	63	11	1	95.4	207	100	24	63	11	2	95.2	35359	100	13	55	25	6	87.2
Title I	30	100	-	43	53	3	80.0	31	100	-	45	52	3	80.6	20486	100	3	37	44	16	72.4
Non-Title I	415	100	20	67	11	2	95.7	423	100	19	67	11	3	95.4	52783	100	13	60	22	5	89.8
Non-Low Income	406	100	20	66	13	2	95.4	414	100	20	65	13	2	95.1	50827	100	14	62	21	4	90.9
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2800	100	1	13	44	43	50.7
FLEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	1826	100	3	38	45	14	73.5
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	519	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	85	100	4	16	51	29	61.2
All Students																					
2006	445	100	18	66	14	2	94.7	454	100	18	65	14	3	94.4	73382	100	10	54	28	8	84.9
2005	0	-	-	-	-	-	-	0	-	-	-	-	-	-	0	-	-	-	-	-	-



GRADE LEVEL 6 - MATHEMATICS																					
Student Group	School							District							State						
	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI	Stud Incl	AYP Part**	% of Stud at Each Perf Lvl				CPI
	#	%	A	P	NI	W		#	%	A	P	NI	W		#	%	A	P	NI	W	
AYP Subgroups																					
Stud. w/ Disab	66	99	6	14	33	47	54.5	70	99	6	13	31	50	54.6	13176	100	2	11	27	60	47.0
LEP/FLEP	6	-	-	-	-	-	-	7	-	-	-	-	-	-	4655	100	5	13	27	56	47.0
Low Income	38	98	18	24	21	37	65.1	39	98	18	26	21	36	66.0	22481	100	5	17	32	46	53.0
African American/Black	6	-	-	-	-	-	-	6	-	-	-	-	-	-	6604	100	5	16	32	48	51.3
Asian or Pacific Islander	55	100	65	18	11	5	94.1	57	100	65	18	11	7	94.3	3469	100	32	30	22	15	80.7
Hispanic	7	-	-	-	-	-	-	7	-	-	-	-	-	-	8811	100	4	14	30	53	48.7
Native American	0	-	-	-	-	-	-	0	-	-	-	-	-	-	232	100	9	21	31	38	59.3
White	375	100	32	35	23	10	84.5	382	100	31	35	23	11	84.3	54254	100	19	33	30	18	75.8
Other Subgroups																					
Male	240	100	35	33	21	10	85.6	245	100	35	33	21	11	85.2	38001	100	17	29	29	25	71.0
Female	203	100	36	31	24	9	84.6	207	100	36	31	23	10	84.9	35413	100	16	29	30	25	70.1
Title I	30	100	-	20	43	37	55.8	31	100	-	23	42	35	57.3	20516	100	6	18	32	44	54.2
Non-Title I	413	100	38	33	21	8	87.3	421	100	38	33	20	9	87.1	52898	100	21	33	28	18	76.9
Non-Low Income	405	100	37	33	22	7	87.0	413	100	37	33	22	8	86.9	50933	100	22	34	28	16	78.3
LEP	2	-	-	-	-	-	-	2	-	-	-	-	-	-	2829	100	3	8	23	66	39.7
FLEP	4	-	-	-	-	-	-	5	-	-	-	-	-	-	1826	100	9	20	32	39	58.2
1st Yr LEP*	0	-	-	-	-	-	-	0	-	-	-	-	-	-	530	100	-	-	-	-	-
Migrant	0	-	-	-	-	-	-	0	-	-	-	-	-	-	87	100	3	15	29	53	47.7
All Students																					
2006	443	100	35	32	22	10	85.2	452	100	35	32	22	11	85.1	73470	100	17	29	29	25	70.5
2005	485	-	29	38	22	11	84.4	495	-	29	38	22	11	84.3	74721	-	17	29	30	23	71.1



Data Definitions

Enrollment - This information reflects the public school enrollment on October 1, 2006.

Race/Ethnicity:

African American or Black. A person having origins in any of the black racial groups of Africa.

Asian. A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Hispanic or Latino. A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

Native American. A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Native Hawaiian or Other Pacific Islander. A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

Multi-race, Non-Hispanic A person selecting more than one racial category and non-Hispanic.

White. A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Selected Populations:

Limited English Proficient: A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

Low Income: An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

Special Education: Students with disabilities who have an Individualized Education Plan (IEP) as defined under the Individuals with Disabilities Education Act.

First Language Not English: Students who first language learned or used by the parent/guardian with the child was not English.

Educator Data - Educator information is as of October 1, 2006.

Percent of teachers licensed in the area in which teaching: The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

Percentage of core academic classes taught by highly-qualified teachers: The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see

http://www.doe.mass.edu/nclb/hq/hq_memo.html.

High-Poverty Schools: Schools in the bottom quartile statewide by low-income percentage.

Low-Poverty Schools: Schools in the top quartile statewide by low-income percentage.

MCAS Results- Spring 2006 Results

Performance Level Definitions

(P+) Above Proficient (Grade 3) - Students demonstrate mastery of challenging subject matter and construct solutions to challenging problems.

(A) Advanced (Grades 4-8, 10) - Students demonstrate a comprehensive and in-depth understanding of rigorous subject matter and provide sophisticated solutions to complex problems.

(P) Proficient - Students demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.

(NI) Needs Improvement - Students demonstrate a partial understanding of subject matter and solve some simple problems.

(W/F) Warning/Failing - Students demonstrate a minimal understanding of subject matter and do not solve simple problems.

* First-year LEP students are not included in performance level or CPI results, but are counted as participants in AYP. See <http://www.doe.mass.edu/mcas/participation/lep.doc> for details.

** AYP Participation Rates are calculated using the AYP participation rules. See the School Leaders' Guide to the 2006 Cycle IV Accountability and Adequate Yearly Progress (AYP) Reports posted at <http://www.doe.mass.edu/sda/ayp/cycleIV> for details.

Student Subgroup Definitions

Students with Disabilities: (same as Special Education), Limited English Proficient, Race/Ethnicity, Low income - See definitions under Enrollment.

Migrant: An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

Formerly Limited English Proficient: A student who is formerly limited English Proficient (FLEP) has transitioned out of LEP status during the current school year or within the past two school years.

Title I: Student receives Title I services.

Adequate Yearly Progress - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://www.doe.mass.edu/sda/ayp/cycleIV/>.

Accountability Status Labels:

II-S Identified for Improvement - Subgroups only

II-A Identified for Improvement

CA-S Identified for Corrective Action - Subgroups only

CA-A Identified for Corrective Action

RST Identified for Restructuring

UR Status Under Review

Web Resources

Massachusetts Department of Education	http://www.doe.mass.edu/
School and District Profiles	http://profiles.doe.mass.edu/?orgcode=02710305
Adequate Yearly Progress (AYP) Information	http://www.doe.mass.edu/sda/ayp/cycleIV
Massachusetts No Child Left Behind website	http://www.doe.mass.edu/nclb/